
SAFEGUARDING POLICY



Aspire support care

JANUARY 2023 (v3)



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PURPOSE

This policy provides guidance and instructions to all members of the Hope 4 More team, Directors, sub-contractors, and contractors to ensure the commitment of Hope 4 More to safeguarding and promoting the welfare of young people.

Hope 4 More provides appropriate and meaningful study programmes. This policy relates to safeguarding across all aspects of the work of Hope 4 More

Any reference to Hope 4 More 'team' in this policy means all staff, governors, volunteers, visitors, and contractors to the organisation with direct contact with students, regardless of position, role or responsibilities. This policy is mandatory for all the afore stated.

SCOPE

This policy deals with the protection of young people enrolled with Hope 4 More. Throughout this policy reference is made to young people. This means all students aged 12-18 enrolled at Hope 4 More.

A child is someone under the age of 18. Students under the age of 18 attending Hope 4 More are recognised as children, in line with Safeguarding children legislation.

OUR VALUES

To be Respectful, Responsible, Safe and Kind, are at the core of our values. They are reflective of expected behaviours and set the foundation upon which Hope 4 More builds its culture.

PRINCIPLES

Hope 4 More recognises that safeguarding and promoting the welfare of children at risk is everyone's responsibility, and that the best interests of the student must be paramount. We believe that not only do we have a statutory duty to ensure that we safeguard and promote the welfare of young people at risk of harm in our care, but also a moral duty. We adopt a student-centred approach which operates in the best interests of each student.

To achieve this, the Safeguarding policy and procedure is reviewed annually.

All of Hope 4 More team will receive appropriate training in order to familiarise them with Hope 4 More's Safeguarding Policy and Procedure, relevant statutory guidance, the safeguarding issues, and their responsibilities therein.

EQUALITY STATEMENT

Hope 4 More will make sure that all students have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation, or identity. Hope 4 More is committed to anti-discriminatory practice and recognises the additional needs of children from minority ethnic groups and those with learning disabilities and/or difficulties and the barriers they may face, especially around communication.

RISK ASSESSMENT

Should this policy and associated procedure be ignored or disregarded, the possible outcomes are:

- For children at risk of abuse or neglect – they may be placed at further risk of harm and neglect
- Hope 4 More team may be subject to inquiry, investigation internally or externally for failing to take appropriate steps.

OUTCOMES

Because of this policy and its procedures being followed:

- Students at risk will be better protected from the impact of abuse or neglect
- statutory agencies will be contacted where appropriate.

STATUTORY FRAMEWORK

Hope 4 More aims to meet all relevant legislative requirements and good practice in safeguarding. There are a number of statutory regulations which place a responsibility on Hope 4 More to protect children and adults at risk.

This statutory framework includes:

- Keeping Children Safe in Education 2021, Working Together to Safeguarding Children 2018, the Safeguarding Vulnerable Groups Act 2006, The Protections of Freedom Act 2012 and the Prevent Duty Guidance are the key documents upon which this policy is based
- Prevent Duty Guidance for Further Education Institutions in England and Wales July 2015
- The Children Act 2004, which is fundamental to professionals working with children and young people in the UK
- The Protection of Children Act 1999 requires employers to carry out Criminal Record Checks before employees are allowed to come into contact with children
- The Education Act 2002 requires that governing bodies of FE providers have a statutory duty to make arrangements to safeguard and promote the welfare of children and young people
- The Sexual Offences Act 2003 makes it is an offence for a person over 18 (e.g. a lecturer/teacher or other member of Hope 4 More team) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach
- The Safeguarding Vulnerable Groups Act 2006 which sets out the type of activity in relation to children and adults at risk for which employers and individuals will be subject
- The Protection of Freedoms Act 2012 which changed the definition of Regulated Activity including who is eligible for a barred list check
- The Equality Act 2015
- The Mental Capacity Act 2005
- SEN Code of Practice 2015

VULNERABLE STUDENT

A vulnerable student may be identified as a person who:

- Is a Looked After Child
- Is a young carer
- Has learning difficulties or disabilities
- Has mental health difficulties
- Has general welfare concerns
- Has a physical or sensory disability
- Has been involved in substance or alcohol misuse
- Has suffered from domestic violence

- Has social or emotional developmental needs
- Has a criminal conviction
- Has a language barrier.
-

DEFINITIONS

Safeguarding

The term 'safeguarding young people at risk' covers both reactive child protection and a preventative approach to keeping young people and adults at risk safe.

Safeguarding and promoting the welfare of children is defined as: protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse

Abuse is the misuse of power, trust, respect, control and/or authority; it is a violation of a person's human and civil rights by any other person or persons.

Physical Abuse

This may involve hitting, shaking, throwing, poisoning, burning, scalding, misuse of medication, inappropriate use of restraint, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

A child at risk going missing from education is a potential indicator of abuse or neglect. Staff should follow the procedures for dealing with children and adults at risk that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Neglect

Neglect is the persistent or severe failure to meet a child, or adult at risk's physical and/or psychological needs which can result in serious impairment of the health or development of the individual. It may also include neglect of, or unresponsiveness to, a child or adult at risk's basic emotional needs

Self-Neglect

A condition affecting behaviour, where the individual refuses to attend to their personal care and hygiene, their environment or even refusal of care services offered to them.

Sexual Abuse and Exploitation

Sexual abuse involves a child, or adult at risk being forced or coerced into participating in or watching sexual activity. It is not necessary for the child at risk to be aware that the activity is sexual, and the apparent consent of the child or adult at risk is irrelevant. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

Emotional Abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection. It causes

severe and adverse effects on the child and adult at risk's behaviour and emotional development, resulting in low self-worth. Some level of emotional abuse is present in all forms of abuse. This would include potentially abusive or offensive cyber-bullying through electronic communications.

Financial Abuse

Where financial abuse occurs, the victim does not always realise that it is abuse. It can be in the form of asking for money to be your friend, stealing your belongings, taking someone's pension, or just the constant borrowing of money and never returning it.

Significant Harm

Some children may be in need because they are suffering or likely to suffer significant harm. The Children Act 2014 section 47 (1) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children.

Honour-based Violence

Honour-based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so-called HBV are abuse and should be handled and escalated as such.

FGM mandatory reporting duty

From October 2015, the FGM Act 2003 (as amended by section 74 of the Serious Crime Act 2015) introduced a mandatory reporting duty for all regulated health and social care professionals and teachers in England and Wales.

Professionals must make a report to the police, if, in the course of their duties:

- They are informed by a girl under the age of 18 that she has undergone an act of FGM.
- They observe physical signs that an act of FGM may have been carried out on a girl under the age of 18.

Forced Marriage

Forced marriage is a term used to describe a marriage in which one or both of the parties is married without his or her consent or against his or her will. A forced marriage differs from an arranged marriage, in which both parties' consent to the assistance of their parents or a third party (such as a matchmaker) in identifying a spouse.

Peer on Peer Abuse

Peer on peer abuse is a significant issue. It must never be tolerated, dismissed or ignored. Peer on peer abuse will be minimised through the vigilance and awareness of the team to recognise and identify where such abuse is occurring, and to act swiftly to ensure its curtailment.

SPECIFIC SAFEGUARDING ISSUES

Together with the above, all team members should have awareness of the following specific safeguarding issues and of the legislative duty in relation to these concerns:

All disclosures will be recorded and reviewed annually by the Designated Safeguarding Lead (DSL) at Hope 4 More. These will be included in the annual Safeguarding Report for Hope 4 More Board to ensure appropriate support mechanisms are in place for both victims and perpetrators.

Risks of peer-on-peer abuse will be managed by:

- challenging any derogatory or sexualised language or behaviour, including requesting or sending sexual images
- being vigilant to issues that particularly affect different genders
- direct instruction within the curriculum to develop understanding of appropriate behaviour and consent
- ensuring students know they can talk to any team member confidentially
- ensuring the team are trained to understand that a student harming a student could be a sign that the student is being abused themselves, and that this would fall under the scope of this policy.

Sexting - if any team members are aware of an incident involving sexting (also known as 'youth produced sexual imagery'), they must report it to the DSL immediately. Staff must not

- view, download or share the imagery, or ask a student to share or download it
- delete the imagery or ask the student to delete it
- ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- share information about the incident with other members of the team, the student(s) it involves or their, or other, parents and/or carers
- say or do anything to blame or shame any young people involved

Hope 4 More team member should explain that they need to report the incident and reassure the student that they will receive support and help from the DSL.

Child on child sexual violence and sexual harassment

Where any reports are made of child on child sexual violence or sexual harassment these must be dealt with seriously and quickly. Where such an allegation is made, the DSL will conduct a risk assessment that considers:

- The victim, especially their protection and support
- The alleged perpetrator: and
- All the other students (and, if appropriate, team members) at Hope 4 More, especially any actions that are appropriate to protect them.

Allegations and the investigation will be recorded. Any subsequent risk assessment will be communicated to all team members that are required to know. Both victim and (alleged) perpetrator will receive appropriate support mechanisms from Hope 4 More on a case by case basis.

Consensual and non-consensual sharing of indecent images and videos

Hope 4 More will ensure that the team are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in Hope 4 More community, including understanding motivations, assessing risks posed to learners depicted in the images, and how and when to report instances of this behaviour. Staff will be aware that creating, possessing, and distributing indecent imagery of learners is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that learners are not unnecessarily criminalised. Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. Where a student confides in a team member about the circulation of indecent imagery, depicting them or someone else, the team member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the student that the incident will need to be reported.
- Respond positively to the student without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL. The DSL will attempt to understand what the image contains without viewing it and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:
- Aggravated: incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of students, including where there is an adult involved, where there is an intent to harm the student depicted, or where the images are used recklessly.
- Experimental: incidents involving the creation and distribution of indecent images of students where there is no adult involvement or apparent intent to cause harm or embarrassment to the student. For there to be a good and clear reason to view imagery, the DSL would need to be satisfied that this action is:
 - The only way to decide about whether to involve other agencies because it is not possible to establish the facts, e.g., the contents of the imagery, from the student(s) involved.
 - Necessary to report it to a website, app or suitable reporting agency to have the image taken down, or to support the student or their parent in making a report.
 - Unavoidable because the student has presented the image directly to a staff member or the image has been found on a college device or your College network.
- Where it is necessary to view the imagery, e.g., if this is the only way to decide about whether to inform other agencies, the DSL should:
 - Never copy, print, share, store or save them as this is illegal – if this has already happened, contact the local police for advice and to explain the circumstances.
 - Make sure viewing is undertaken by the DSL
 - Make sure viewing takes place with another member of staff present in the room. This staff member does not need to view the images.
 - Make sure, wherever possible, that they are viewed by a staff member of the same sex as the student in the images.

Record how and why the decision was made to view the imagery in the safeguarding records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. Where the incident is categorised as ‘aggravated’, the situation will be reported to Board of Hope 4 More and the police.

Where the incident is categorised as ‘experimental’, the learners involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a learner, the DSL escalates the incident to Social Services. Where indecent imagery of a learner has been shared publicly, the DSL will work with the learner to report imagery to sites on which it has been shared and will reassure them of the support available.

Specific Safeguarding issues also include the following:

- bullying including cyber-bullying
- children missing education

- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- Faith abuse
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate crimes
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- trafficking
- peer-on-peer abuse
- stalking

SELF HARM

Self-harm is when someone intentionally causes damage to their own body or health.

Most people would associate this with people cutting themselves with a sharp object such as a razor blade, however it can also include burns, bruises and scratches. In some cases, an individual might punch a wall or bang their head against it, pull out their own hair or intentionally cause a fall and/or break their own bones. Eating disorders or drug/alcohol abuse can also fall under the category of self-harm.

There are no fixed rules about why people self-harm. For some people, it can be linked to specific experiences and be a way of dealing with something that is happening now or that happened in the past.

Difficult experiences can cause someone to self-harm. Common causes include:

- Bullying
- Sexual, physical, domestic or emotional abuse
- Relationships
- Stress related to attendance at college and exams
- Bereavement
- Illness
- Confusion about feelings and sexuality

Self-harm can become a habit or addiction and can escalate in an attempt to increase the “rush” felt by doing it.

If you are approached by someone wanting to talk about their self-harming, the situation will require very careful handling. If they are made to feel ashamed or stupid for self-harming it could increase the likelihood of them doing it again.

This includes having injuries treated immediately and without blame. For younger people, hospitals should be able to offer a consultation with a member of the [Child and Adolescent Mental Health Service \(CAMHS\)](#) team.

If you have concerns regarding a student that you think is self-harming discuss your concerns with the DSL.

ON-LINE SAFETY

Hope 4 More will endeavour to both filter all internet use to ensure and maintain the safety of its team and students.

DISTANCE LEARNING and ACCEPTABLE CONTACT ON SOCIAL MEDIA

The usual operational practice of Hope 4 More involves students attending an in-person, on-site placement to undertake and complete their study programme.

Hope 4 More does not offer distance learning options for participation in their programmes.

However, there may be times when it is not possible for a student to attend their campus, such as:

- A period of significant anxiety or mental ill health
- Public transport strikes
- Illness

Where an illness or episode of anxiety or mental ill health mean that it would not be possible to participate in education and training, the student or their parent/carer should report their absence to Hope 4 More via email, or by telephoning the student's main Hope 4 More contact.

PASTORAL CARE

There may be times when it is necessary for a member of the team to contact a student when they are absent from College. This may be when an absence has not been reported or when a student is away for a period of time due to illness or an episode of anxiety and mental ill health.

It may also be necessary to visit a student at their home to carry out an initial assessment, prior to enrolment, where a young person has extreme anxiety.

Members of the team making pastoral calls must set key boundaries, including a time limit, and giving an endpoint to the call. Notes of actions will be to seek further advice rather than offering direct support. Always stick to the agreed timescales of the calls e.g. weekly calls.

The first point of contact must always be with their parent or carer. If, following the conversation, the team member has concerns, they should make a record of the call and the DSL should be contacted to determine a way forward.

If no contact can be made with the parent/carer or the student, then a risk assessment must be carried out. If other agencies and services are involved with the student, Hope 4 More should contact them to ensure a triangulated holistic approach to safeguarding is carried out. This may result in a co-ordinated home visit/well-being check, taking place on the third consecutive day of absence. Safeguarding protocols must be followed at all times.

ROLES AND RESPONSIBILITIES

[Board of Hope 4 More](#)

The Board:

- ensure there is an effective Safeguarding Policy in place
- provide a safe environment for young people
- ensure disclosures of potential abuse are reported appropriately
- have a system for identifying concerns in relation to abuse of children at risk of harm and effective methods of responding to disclosures
- refer concerns to appropriate referral agents within social care

- work effectively with others as required by Keeping Children Safe in Education 2021
- listen to the voice of the student and always act in the interest of the student
- understand that additional barriers can exist for students with special educational needs (SEN) and disabilities when recognising abuse and neglect in this group.

The Board will approve and annually review policies and procedures. They will receive annual safeguarding reports to:

- maintain awareness of progress across Hope 4 More and/or issues relating to the welfare of young people and adults at risk of harm
- be reassured by the DSL that systems are in place and are effective in relation to the identification of young people and adults at risk of harm, and procedures for reporting concerns are widely known
- ensure all of the team are appropriately trained to discharge their duties in relation to safeguarding
- ensure procedures are in place to make referrals to the Disclosure and Barring Services (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been if they had not resigned.

Designated Safeguarding Lead (DSL)

The DSL will ensure appropriate and robust systems are in place that will co-ordinate reporting, monitoring, referral, and support procedures. The DSL has a key duty for raising awareness across all of the team of issues relating to the welfare of young people studying within Hope 4 More. The DSL will undertake relevant safeguarding training. The DSL will receive refresher training every two years and keep updated annually on safeguarding information and knowledge.

The DSL is responsible for

- overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies
- providing advice and support to other team members on issues relating to safeguarding
- providing all of Hope 4 More team with regular updates on safeguarding at least annually
- maintaining a proper record of any child protection referral, complaint, or concern (even where that concern does not lead to a referral)
- ensuring Safeguarding Policy is updated and reviewed annually and approved by the Board
- ensuring that parents/carers are aware of Hope 4 More's Safeguarding Policy on induction
- developing effective working relationships with other agencies: Police, Social Services, Health Authority and Safeguarding Partners: local authorities and clinical commissioning groups,
- liaising with partner agencies offering placements to students
- ensuring safe recruitment practices by implementing enhanced checks on all new and existing team members in accordance with the DBS
- ensuring all of the team receive basic training in Safeguarding and Prevent issues appropriate to their roles and are aware of Hope 4 More safeguarding procedures
- ensuring Health and Safety procedures are in place for students
- providing annual safeguarding reports to the Board.

Team: Duty of Care

Members of Hope 4 More team are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect students from discrimination and avoidable harm. Staff should develop respectful, caring, and professional relationships between all members of Hope 4 More community. Team behaviour should demonstrate integrity, maturity and good judgement.

PROCEDURE

If you have any concerns about the health and safety of a student or feel that something may be troubling them, you should share this information with the DSL straight away.

However, if you think the matter is very serious and may be related to a student protection concern, where the student has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to the DSL immediately. Do not delay. If you are unable to contact them, you can ask any Hope 4 More staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

As well as the verbal contact, immediately after raising a concern, staff must also make a detailed written account of what they have seen or heard. The recording must be a clear, precise, factual account of the observations. The member of staff or volunteer who noted and raised the concern is known as the alerter; adult social care or the police may wish to speak to the alerter at some point.

The keeping of accurate and prompt records is fundamental to effective safeguarding and all staff and volunteers have a responsibility to ensure all concerns are recorded appropriately. This requires those who raise concerns to make a written record, wherever possible, within two hours of raising any concerns.

This record of raising a concern should include;

- who they have concerns about (name of child at risk)
- In the view of the staff member does the child at risk have the capacity to understand the concerns and that they may have been abused
- What has been shared with the child at risk about the concerns and what response have they made
- Date and time, they are making the record
- Date and time the incident occurred (if this is known)
- What was observed, heard, or noted that led to the concern being raised
- Source of information (if the concern was not directly observed i.e., a parent informs a member of staff that he/ she has seen abuse indicators)
- Behavioural observations (noting that this is one of the most likely ways in which a member of staff is likely to note concerns)
- If a child at risk has made an allegation, then what was said
- Which person within Hope 4 More has it been reported to and what initial actions were agreed
- This record must be signed and time/dated by the person making the recording and the DSL

If you have any concerns about the health and safety of a student or feel that something may be troubling them, and if the DSL at Hope4more cannot be contacted for any reason and if Hope4more staff also cannot be contacted, you should contact Cheshire East Consultation Service (ChECS) to discuss your concern. Contact details for ChECS are in the "Safeguarding Referral Contact Details" section of this policy at the end of this document. The Social Worker that you speak to will gather your information and advise next steps.

ALLEGATIONS AGAINST TEAM MEMBERS

If you have concerns about a member of Hope 4 More team, or an allegation is made about a team member posing a risk of harm to students, speak to the DSL.

If the concerns/allegations are about the DSL, speak to the Programme Lead. Hope 4 More will consult with the Local Authority Designated Officer (LADO) regarding allegations against team members. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services.

Relevant support will be provided for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

The DSL will inform the parents or carers of the student involved about the allegation as soon as possible if they do not already know (following agreement with social care services and/or the police, if applicable).

The DSL will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against a team member while investigations are ongoing.

Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a member of a team member will be advised to seek legal advice.

The DSL will keep the parents or carers of the student involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).

NOTIFYING DBS IF THE ABUSE RELATES TO A MEMBER OF STAFF

Hope 4 More will refer to the DBS, anyone who has harmed a child or adult at risk or poses a risk of harm to a child or adult at risk, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

CONFIDENTIALITY

Confidentiality and trust should be maintained as far as possible, but team members must act on the basis that the safety of the student is the overriding concern. The degree of confidentiality will be governed by the need to protect the student. The student must be informed at the earliest possible stage of the disclosure that the information will be passed on. Discussions of the case must only be with the appropriate member of the team and any discussion must be private and shared on a need-to-know basis. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of students. Hope 4 More is committed to protecting the rights and privacy of individuals, including students, the team and others, in accordance with the General Data Protection Regulations (GDPR) set out in the Data Protection Act 2018 that allows for disclosure of personal data where this is necessary to protect the vital interests of students. Please refer to Hope 4 More suite of data policies.

SAFEGUARDING RECORDING

All safeguarding concerns are either identified by, or referred through to, the DSL by members

of the team, students, (either self-referring or bringing concerns about peers), parents/carers, employers, or volunteers.

The DSL will investigate all concerns and allegations, make a judgement on next steps and then refer on to the appropriate agency.

The DSL will take advice from the Board.

All cases are recorded, and any hard copy documentation is stored securely in a locked cabinet and cannot be taken off site without the express written permission of the DSL. Access to these records will be strictly limited on a need to know basis and controlled by the Alerting Managers (Safeguarding Leads) and the chair of governors.

Termly and annual Safeguarding Reports are provided to the Board with detailed analysis of safeguarding disclosures which feeds into planning for training needs and preventative work with students. The annual report will also include a review of the current safeguarding policy and procedures.

SAFEGUARDING REFERRAL CONTACT DETAILS

Document Version Number	3 (revised July 2023)
Designated Safeguarding Lead	Leeanne Donnelly – leeanne@hope4more.co.uk
Hope4More Programme Lead	Sheila Griffiths – sheila@hope4more.co.uk
Cheshire East Consultation Service	0300 123 5012 (option 3, option 2) https://www.cheshireeast.gov.uk/livewell/care-and-support-for-children/are-you-concerned-about-a-child/cheshire-east-consultation-service-checs/checs.aspx
Local Authority Designated Officer	01606 288931

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